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Annotation: 6 References

**Brenda, B., Buck, K., & Giles, R. (2009). First-grade reading gains following enrichment: phonics plus decodable texts compared to authentic literature read aloud. Reading Improvement, *46* (4), 191-205.**

Brenda, Buck and Giles conducts research based on teaching first graders literacy skills, such as phonetics and decoding texts versus the current instructional read aloud. The research was conducted on four groups of first graders. The first group consists of practicing decoding skills after learning phonetics. The second group uses read aloud for reading comprehension. The third group used both phonetics, decoding and read aloud. The fourth group consists of the untreated group. Below average students benefitted from learning phonetics and decoding texts. Their reading comprehension increased greatly as opposed to average readers. Average and advanced readers benefit from the creative challenge seen in read aloud.

**Cadenhead, K. (1987). Reading level: A metaphor that shapes practice. The Phi Delta Kappan, *68* (6), p.436-441.**

Caldenhead explains that the idea of grading a student’s ability to read originated from William McGuffy’s practice that different age groups need different reading materials. Their reading comprehension is based on the difficulty of the text. However, measuring reading levels stemmed from Francis Galton’s theory of mental measurement. Social and psychological development arises from knowledge. Complexities such as mental thinking can be measured. James Cattell believed that anything complex can be measured and reduced to a simplistic version. Mental measuring was introduced to public schools in 1922. Lewis Terman was the first person to suggest that all students should be given an intelligence test.

**Cummins, S. & Stellmeyer-Gerade, C. (2011).Teaching for synthesis for informational texts with read-alouds. Reading Teacher, *64* (6), p.394-405.**

Cummins and Stellmeyer-Gerade conducts research on two groups of third graders. The students were assessed based on reading comprehension during independent reading versus read aloud. Students were able to synthesize informational texts through read aloud because read aloud increases a student’s ability to comprehend the text, build on vocabulary and to become familiar with sound.

**Ross, J. (2004). Effects of running records assessment on early literacy achievement. Journal of Education Research, *97* (4), p. 186-194.**

Ross conducts a research to prove that running records are effective in improving a student’s reading. Teachers are able to assess a student’s fluency in reading and reading comprehension. The running record will determine areas of improvement for each student as well as their strengths. Students in treated schools that used running records outperformed those students in near treated schools by 12%.

**Santa, C. & Hoien, T. (1999). An assessment of early steps: A program for early intervention of reading problems. Reading Research Quarterly. 34. 54-79.**

Santa and Hoien noticed the main difference between struggling readers and average readers are the rate and process of comprehending instructional phonetics. Offering reading programs will enable students to gain skills in word recognition, reading texts and writing. In order to improve a student’s reading comprehension, it is important to intervene at an early age and to offer reading programs suitable to struggling readers. This article has an emphasis on reading recover and early steps program.

**Thames, D., Reeves, C., Kazelskis, R., York, K., Boling, C., Newell, K. & Yang, W. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. Reading Psychology, 29, p. 86-115.**

The authors and researchers conducted a study on determining an instructional reading approach that benefits reading comprehension. The research focuses on a holistic balanced approach versus the traditional informative approach. Using a treatment group and a comparison group, assessment scores were given to below average, average and above average students in grade four through eight. Based on daily language arts in the curriculum, basal reading and analytical reading the study has shown that individualized, integrated language arts improves reading comprehension for struggling readers.